

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (Primary K-3)  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Tina Fogal

Official School Name: Stevenson Elem School

School Mailing Address:  
2106 Arrowhead Dr  
Bloomington, IL 61704-2357

County: McLean State School Code Number\*: 17-064-0870-25 2012

Telephone: (309) 663-2351 Fax: (309) 827-3613

Web site/URL: <http://www.district87.org/stevenson/> E-mail: [fogalt@district87.org](mailto:fogalt@district87.org)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Robert Nielsen

District Name: Bloomington SD 87 Tel: (309) 827-6031

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Cheryl Jackson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| <u>6</u> | Elementary schools  |
| <u>0</u> | Middle schools      |
| <u>1</u> | Junior high schools |
| <u>1</u> | High schools        |
| <u>1</u> | Other               |
| <u>9</u> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9976

Average State Per Pupil Expenditure: 9907

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

4 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	39	39	78	8	0	0	0
1	39	47	86	9	0	0	0
2	53	45	98	10	0	0	0
3	41	35	76	11	0	0	0
4	36	30	66	12	0	0	0
5	32	26	58	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							462

6. Racial/ethnic composition of the school:
- |   |
|---|
| 0 % American Indian or Alaska Native          |
| 9 % Asian                                     |
| 24 % Black or African American                |
| 4 % Hispanic or Latino                        |
| 0 % Native Hawaiian or Other Pacific Islander |
| 54 % White                                    |
| 9 % Two or more races                         |
| <b>100 % Total</b>                            |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	69
(4)	Total number of students in the school as of October 1.	462
(5)	Total transferred students in row (3) divided by total students in row (4).	0.149
(6)	Amount in row (5) multiplied by 100.	14.935

8. Limited English proficient students in the school: 8 %

Total number limited English proficient 35

Number of languages represented: 17

Specify languages:

Arabic, Bengali, Cantonese, French, Gujarati, Hindi, Japanese, Kannada, Malayalam, Marathi, Oriya, Panjabi, Romanian, Russian, Spanish, Telegu, Vietnamese

9. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 227

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 70

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>12</u> Autism	<u>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>55</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	96%	95%	96%
Daily teacher attendance	91%	93%	91%	93%	92%
Teacher turnover rate	13%	6%	14%	8%	6%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Due to programmatic changes staff moved to another school in district.

District 87 tracks all absences for teachers. Our daily teacher attendance rates includes staff development, jury duty, union leaves and possibly coaching responsibilities which made our attendance rates lower than 95%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Adlai E. Stevenson II is a progressive K-5 school whose mission is to build a community of lifelong learners. At Stevenson School we value diversity; expect higher levels of performance in communication, problem solving, creativity and healthy living; incorporate technology to support learning in an ever-changing world; learn from experiences; celebrate successes; strengthen partnerships between the school, parents and the community; and promote good character.

The school, named for former Illinois Governor and U.N. Ambassador Adlai E. Stevenson, serves a diverse student population. Among the nearly 500 students are regular education students, English Language Learners and students with disabilities from throughout Bloomington Public Schools District 87. The demographic breakdown of students is as follows: 54.5 percent of students are white; 23.6 percent are black; 4.1 percent are Hispanic; 9.1 percent are Asian/Pacific Islander; 8.7 percent are Multi-racial. Seventeen languages are represented. Stevenson is one of six elementary schools in the District. It has the largest enrollment among all District 87 elementary schools.

The enrollment at Stevenson School has decreased 16 percent over the past seven years. In the same timeframe, the percentage of low-income students has increased 7.6 percent and the mobility rate has increased 4.5 percent. It is well known that poverty rates and mobility rates can negatively affect student achievement. Despite the increases mentioned here, Stevenson students continue to make AYP in all categories. Overall math and reading scores have increased over the past several years.

Stevenson maintains an attendance rate of 95.6 percent and a parental contact rate of 100 percent. These milestones have been achieved through an active, caring PTO that provides learning opportunities and fun activities for families.

Parents and other volunteers are involved daily with students at Stevenson. Their involvement enables our staff to devote more time to individual student needs for enrichment and intervention. Parent goals are coordinated with state goals. Families have a great understanding of the standards because of their communication on a regular basis with teachers.

An environment of community involvement and student success has been created at Stevenson through the volunteer efforts of local service clubs, major local employers and educational partners including the Challenger Learning Center and the Children's Discovery Museum. The building climate is enhanced through numerous clubs and activities.

The Stevenson School staff is dedicated to professional development and to student achievement. In 2007 all certified staff at Stevenson Elementary School were determined to be "highly qualified" by NCLB guidelines. After school tutoring is available for 9-week periods in both the fall and spring. The staff is dedicated to differentiated instruction. The school has piloted early literacy programs in the primary grades (Heggerty and DIBELS) – designed to target beginning readers. Our Title One program assists students struggling with early literacy skills. Many of our teachers have participated or are currently participating in the Standards Aligned Classroom (SAC) initiative – rigorously tested, research-based teaching with proven strategies for aligning classroom instruction and assessment to the Illinois Learning Standards.

In addition to core curriculum of reading, math, science and social studies, students at Stevenson receive weekly instruction in visual arts, music, learning center (library) and physical education. The school's curriculum is aligned with the Illinois Learning Standards in all of these areas. Staff members actively identify ways in which to integrate core curriculum into visual art, music, learning center and physical education.

In summary, our student population, level of student achievement, staff dedication and involvement by parents, volunteers and community groups are what make Stevenson Elementary School such a unique and successful place.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Stevenson School has made AYP in all categories since 2001. Significant trends or findings in the school's test scores include the following: For the past three years, 100 percent of Stevenson Elementary School students in grades 3, 4 and 5 have been tested in both reading and math. This percentage is significant given increases in Stevenson School's percentage of low-income students and in the school's mobility rate in recent years. At least 95 percent of students in grades 3 and 5 have completed testing each year for the past five years.

Perhaps the most dramatic gains at Stevenson School in the past five years are among 5th graders. The overall percentage of students in grade 5 who met or exceeded state standards in reading increased more than 20 percentage points between 2003/2004 and 2007/2008 – from 73% to 94%. In 2003/2004, just 50% of 5th graders in the Socio-Economic Disadvantaged subgroup met or exceeded standards for reading. In 2006/2007, the figure had climbed to 88% - an increase of nearly 40%. The percentage of students in grade 3 who have met or exceeded state standards for reading has shown gains each year for the past five years, climbing from 81% in 2003/2004 to 89% in 2007/2008.

The percentage of African-American students in grade 5 who met or exceeded state standards in reading nearly doubled from 2003/2004 to 2007/2008 – increasing from 47% to 93%. The percentage of African-American students in grade 3 who met or exceeded state standards in reading increased 25% between 2003/2004 and 2006/2007. The percentage of African-American students in grade 3 who met or exceeded state standards in math increased from 82% to 100% between 2003/2004 and 2006/2007.

One-hundred percent of students in grades 5 met or exceeded state standards in math in 2007/2008. Students in all three subgroups – White, African-American and Socio-Economic Disadvantaged – also achieved this 100% benchmark. The percentage of students in the Socio-Economic Disadvantaged subgroup who met or exceeded state standards in math climbed from 83% five years ago to 100% in 2007/2008.

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. The Illinois State Board of Education uses four performance level designations - exceeds standards, meets standards, below standards, and academic warning - to report student progress in reading, writing, mathematics, and science. The State of Illinois requires at least 95% of the total student population and each subgroup must take the state test. In addition, the state requires an attendance rate of at least 90% for non-high schools. In 2007/2008, the State of Illinois requirement was that 62.5% of students were required to meet or exceed state standards in reading and math. More information about Illinois' testing standards can be found at [www.isbe.state.il.us](http://www.isbe.state.il.us).

### 2. Using Assessment Results:

Each year the staff at Stevenson Elementary use local and state test scores to make decisions. All subject areas and their sub groups are reviewed to determine areas of instructional strength and weakness. We value the importance of sharing test scores both in-level and across grade levels. Doing so enables us to judge the immediate grade and to give breadth to how skills are transferred to subsequent grades.

Stevenson School has found that frequent assessment is a powerful tool for quickly identifying and addressing students' specific needs. One assessment tool the school has been using the past couple of years is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS.) This instrument measures the acquisition of early literacy skills.

This year Stevenson added another data collecting component, Discovery Education Assessments for third through fifth grades. This tool assesses student progress toward meeting state standards for reading/language arts, math and science. It allows us to measure student progress on an ongoing basis, predict student performance and improve student learning.

Once the staff has identified areas of weakness we strategically create an action plan to improve. This may include additional interventions in or outside of the classroom, after school tutoring or adjustments of how or when a subject area is taught. Staff development may also be provided if needed.

### **3. Communicating Assessment Results:**

Sharing success begins at the building level. The leadership at Stevenson is very intentional about sharing with staff students' specific academic successes. Test results for the entire student body are reviewed in an all-staff meeting immediately after ISAT results are received, typically in the early fall. From there, teachers and staff review test scores by grade level. Finally, teachers complete a comprehensive review of the test scores for their individual classes. The leadership at Stevenson School guides teachers in looking for specific indicators of students' academic strengths and weaknesses as teachers review test scores. Cumulative results of the teachers' individual reviews are shared building-wide.

We believe it is critical for teachers at the lower grade levels (i.e. kindergarten through grade 2) to learn from the academic achievement of students in the upper grades. We rely on students' sub scores to guide us in choosing, tailoring and targeting curriculum at all grade levels.

Each year students' test scores are shared with our parents. Parents are provided a paper copy at parent teacher conferences. At these conferences the results are reviewed with our parents, successes are shared and goal setting occurs.

Stevenson test scores are also shared with our community in a variety of ways. Test scores are shared with our parents via the school newsletter, on our school or district website, at a monthly PTO meeting, at school board meetings and in the community newspaper.

### **4. Sharing Success:**

At Stevenson School we recognize the value in learning from each other and from sharing our success stories with colleagues.

Our Superintendent is a two-time past president of the Large Unit District Association (LUDA) of Illinois. All of the elementary principals in District 87 are active members of the Illinois Principals Association. Many of our teachers are members of the National Education Association. Bloomington-Normal is the home to Illinois State University and Illinois Wesleyan University. District 87 maintains positive professional relationships with both universities and with the students there who are studying to become educators. We maintain positive relationships with our Regional Office of Education and with McLean County Unit 5 Schools.

If Stevenson School is awarded Blue Ribbon School status, we anticipate working through these professional associations and universities to share our knowledge and our success with our colleagues. This might include presentations at conferences as well as formal and informal networking opportunities.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Stevenson School's curriculum is aligned with the Illinois Learning Standards in the areas of reading/language arts, mathematics, science, social studies, art and music. Reading/language arts instruction includes direct instruction of phonemic awareness, phonics, vocabulary, fluency, reading strategies, comprehension, grammar and spelling. This core curricular area includes the development of written expression, listening skills and oral expression. Teachers engage the entire class in reading/listening to high quality authentic literature through which they teach and model effective reading strategies and comprehension skills. Then they engage each student in reading and responding to literature that is written at the student's instructional level. This instruction is provided through small group/guided reading. Teachers supplement these reading experiences with leveled novels and read alouds.

Mathematics instruction focuses on the development of math skills and concepts along with problem solving. Students participate in daily problem solving activities aimed at helping students become mathematical thinkers. "Real world" problem solving is incorporated in all subject areas. In addition to directly teaching students to use effective problem solving strategies, teachers encourage students to explain and justify the processes they use to solve problems. In the primary grades, students use concrete objects to explore mathematical concepts. By sorting, classifying, trading, counting and otherwise manipulating objects and shapes, students experience mathematics as a tool for investigating and describing their world. Teachers instruct students in the symbols used to express mathematical concepts. As students enter the intermediate grades, teachers continue to build the students' knowledge of mathematical concepts while helping students build proficiency in using mathematical procedures, solving multistep and/or complex problems, and explaining and justifying their thinking. Stevenson School recognizes that mathematics has a language all its own. As a result, teachers immerse students in specific math vocabulary beginning in kindergarten. The math vocabulary list is aligned with the learning standards and vertically articulated throughout the school.

The science curriculum incorporates scientific process skills, critical thinking, and exposure to a variety of science topics including life science, earth science and physical science. Students routinely work together to conduct experiments, ask "what if" questions, make hypotheses, draw conclusions, and observe the world around them. Students read biographical information about scientists and learn about the variety of careers that use science. The use of science vocabulary is directly taught and incorporated into classroom experiences and discussions. Stevenson School teachers make a particular effort to integrate science instruction with reading/language arts and mathematics. They demonstrate how the critical thinking skills developed in reading and mathematics and the problem solving skills strengthened through the study of mathematics are necessary in order to do science. In addition, they stress the importance of gathering, organizing, analyzing and representing information in writing and through charts, graphs and diagrams.

The social studies curriculum focuses on exploring key ideas related to the social world. Study begins with investigating families and communities and then moves to regions of the United States and ends with U.S. History. Teachers engage students in simulations and discussions to help them understand recurring ideas, concepts and conflicts.

Stevenson students receive weekly instruction in general music and art. They prepare and perform musical productions. Students participate in vocal music and learn the basics of reading musical notation. They are exposed to music originating from many different cultures. Beginning in grade 5, students may choose to participate in band or orchestra. Visual arts lessons are presented using traditional tools and modern technologies with a focus on quality production, history/culture, aesthetics, and criticism. Instruction fosters

the discovery of fine art connections that are central to the human condition. Students' artwork is displayed annually in a district-wide art exhibition.

## **2a. (Elementary Schools) Reading:**

The reading curriculum focuses on a balanced approach. Students receive direct instruction in phonemic awareness, phonics, fluency, vocabulary and reading comprehension. Students are immersed in authentic fiction and nonfiction literature through listening read alouds, reading and listening to selections from an anthology, gathering information from nonfiction magazines, articles and a variety of print and non-print media. In addition, teachers routinely engage students in responding to literature. Staff members recognize that students with these skills are more likely to become strong readers and to enjoy reading throughout their lives.

Teachers begin direct instruction of phonemic awareness and phonics skills in kindergarten. For eight to ten minutes a day, students practice phonemic awareness skills such as blending sounds into words, identifying the individual sounds and syllables in words, and connecting letters and sounds. Teachers also teach students to apply a variety of rules used in decoding the English language. Phonemic awareness instruction is provided for all students through grade 2 and continued in later grades for students in need of intervention. Direct phonics instruction takes place from kindergarten through 5th grade.

Teachers model reading fluently for students through read alouds. They routinely assess each student's reading fluency and they provide individual and small group instruction to help students develop this skill.

Vocabulary instruction includes both sight word vocabulary and receptive and expressive vocabulary. One component of every reading lesson is a preview of new vocabulary. Teachers empower students by teaching them strategies for understanding unfamiliar vocabulary.

By directly teaching students reading strategies, teachers empower students to comprehend progressively more complex texts. Teachers model strategies such as thinking aloud, making personal connections to texts, predicting, and questioning. Through guided/small group reading instruction, teachers engage each student in formulating and answering explicit and implicit questions. This is emphasized at all grade levels.

## **2b. (Secondary Schools) English:**

## **3. Additional Curriculum Area:**

The science curriculum engages students in the processes of doing science while also exposing them to a variety of science topics. Students at each grade level study topics in the areas of life, earth and physical science. Students read background information and develop their knowledge of science vocabulary. Using this background knowledge, students engage in experiments and investigations designed to encourage them to make observations and think critically. Working in pairs or groups, students investigate, discuss what they observe and draw conclusions. Teachers guide students through organizing the information they glean. The science curriculum relates to the essential skills and the school's mission because it provides an opportunity for students to use all of the skills that they develop in other curricular areas. Students must read and

comprehend, discuss, think critically, organize and represent information, problem solve, and draw meaningful conclusions. In addition, students develop the skills necessary to work cooperatively.

#### **4. Instructional Methods:**

Stevenson School teachers plan daily instruction to meet the needs of all students.

In the classroom, teachers provide whole group instruction followed by small group and individualized instruction based on student strengths and needs. Teachers differentiate in a variety of ways. First, teachers provide instruction using methods that appeal to different ways of learning. They use graphic organizers and other visual methods, movement and discussion to engage students.

Teachers assess students to determine their skills. Based on this information, teachers place students in flexible groups to provide differentiated activities designed to build students' skills. Activities include leveled reading materials, supplemental activities and projects, and enrichment activities. As an example, a teacher might work with the media specialist to produce a video to supplement traditional assessment pieces.

In addition, teachers routinely provide students with choices when they do assignments or projects, which is in keeping with the Standards Aligned Curriculum initiative.

Stevenson School provides additional assistance to students outside of the classroom, including an extensive After School Tutoring program. Teachers provide additional intensive instruction to small groups of students in reading and math. This ensures that all students, including those in student subgroups, develop the skills to meet the learning standards.

Stevenson School has worked hard to be on the cutting edge of technology. On any given day you will see students researching using the web, creating videos using our green screen production room or taking quizzes about books they have read using reading progress software. Every classroom has an interactive whiteboard that engages students and provides an interactive way for students to present what they've learned. Interactive student response systems, or clickers, allow teachers to monitor student understanding in a highly motivational and effective way.

#### **5. Professional Development:**

Stevenson School's professional development program focuses on topics directly related to raising student achievement. Teachers participate in Standards Aligned Classroom training to ensure that daily instruction and assessment align closely with the Illinois Learning Standards. Teachers complete this training as a team. Once the initial training is complete, teachers work in grade level and/or cross grade teams to continually review and enhance their instructional plans and assessments. They create shared assessments, activities and lesson plans to meet the needs of their students. In addition, Stevenson School staff members work diligently to articulate the curriculum and expectations at each grade level.

In addition to Standards Aligned Classroom training, Stevenson School staff members also participate in training related to each content area with particular emphasis on reading, language arts and mathematics. In this way, teachers are able to maintain their level of content knowledge.

The staff has placed strong emphasis on learning and implementing differentiated instructional methods. Teachers have participated in workshops and district sponsored courses on this topic. Once they have received initial training in this area, teachers work together to implement differentiated instruction in each classroom.

Teachers learn from each other. Stevenson has implemented “Web Wednesdays,” sessions during which teachers who are experienced and comfortable with technology help their peers to learn new technologies. Some recent examples include designing web pages and using smart boards. Teachers use this new-found knowledge and these instructional techniques to help their students.

The power the Stevenson School’s professional development program lies in the fact that teachers do not simply attend a workshop and go back to teaching the way they have in the past. Teachers take the time to work together to implement changes based on the things they have learned. They continually teach one another and inspire one another to be the best.

## **6. School Leadership:**

The emphasis on academic achievement by all students in District 87 begins at the very top – with the Superintendent of Schools and the Board of Education.

For a number of years, District 87 has been involved in a Standards Aligned Classroom (SAC) initiative to ensure that curriculum is aligned with state standards.

For the past two years, District 87 has been involved in the Illini Data Project, a cooperative venture that also includes McLean County Unit 5 and State Farm Insurance. The Illini Data Project is an outgrowth of community leaders’ response to the achievement gap in District 87; the District has made incredible strides to close the gap since the Project began. The Illini Data Project uses data from students’ test scores in both districts and uses the Information Technology and database expertise within State Farm Insurance, McLean County’s largest employer. Databases are being built and data is mined to enable teachers to see in minute detail their individual students’ needs in core curriculum like math, reading and science.

Stevenson School’s principal, Tina Fogal, is in individual classrooms often. She is deliberate about sharing and recommending external resources, professional development opportunities and on-line tools. She encourages teachers to present their work to others in their building and in the field of education. Teachers are given autonomy and structure and are encouraged to try new things.

At the building level, academic achievement is addressed continually – in twice-monthly faculty meetings, in school improvement days and in institute days. As test scores are received, they are shared in an all-faculty meeting. From there, they are discussed by teachers at each grade level. With specific guidance from the building principal, teachers review their students’ test results and develop plans to address the need of each student across each academic subject.





## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets + Exceeds	95	98	97	93	91
Exceeds	63	70	49	47	45
Number of students tested	80	60	80	84	71
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	2	2	14	1	1
Percent of students alternatively assessed	3	3	18	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets + Exceeds	89	96	96	92	84
Exceeds	54	60	28	36	16
Number of students tested	37	25	25	25	19
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Meets + Exceeds	98	98	97	95	93
Exceeds	62	68	59	59	56
Number of students tested	45	40	39	39	45
<b>3. (specify subgroup): Black</b>					
Meets + Exceeds	84	100	93	90	82
Exceeds	53	70	7	10	12
Number of students tested	19	10	15	20	17
<b>4. (specify subgroup): IEP</b>					
Meets + Exceeds	82			82	60
Exceeds	27			9	10
Number of students tested	11	4	9	11	10

Notes:

Subject: Reading  
Edition/Publication Year: 1999

Grade: 3      Test: ISAT  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets + Exceeds	89	86	84	82	81
Exceeds	24	31	30	21	29
Number of students tested	80	60	80	86	71
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	2	2	14	1	1
Percent of students alternatively assessed	3	3	18	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets + Exceeds	84	73	80	72	84
Exceeds	11	15	16	12	21
Number of students tested	37	26	25	25	19
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Meets + Exceeds	89	85	90	90	87
Exceeds	22	33	36	31	40
Number of students tested	45	40	39	39	45
<b>3. (specify subgroup): Black</b>					
Meets + Exceeds	84	90	67	70	65
Exceeds	16	20	0	5	0
Number of students tested	19	10	15	20	17
<b>4. (specify subgroup): IEP</b>					
Meets + Exceeds	55			55	70
Exceeds	0			0	20
Number of students tested	11	4	9	11	10

Notes:

Subject: Mathematics  
Edition/Publication Year: 1999

Grade: 4      Test: ISAT  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Meets + Exceeds	93	96	94		
Exceeds	36	44	43		
Number of students tested	59	57	81		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	4	13		
Percent of students alternatively assessed	0	7	16		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets + Exceeds	86	94	93		
Exceeds	14	24	33		
Number of students tested	28	17	27		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Meets + Exceeds	97	97	95		
Exceeds	41	50	55		
Number of students tested	39	32	40		
<b>3. (specify subgroup): Black</b>					
Meets + Exceeds	75		86		
Exceeds	8		14		
Number of students tested	12	9	14		
<b>4. (specify subgroup): IEP</b>					
Meets + Exceeds			91		
Exceeds			18		
Number of students tested	8	6	11		

Notes:

Grade 4 students were not tested in Reading and Math in ISAT 05 or ISAT 04.

Subject: Reading  
Edition/Publication Year: 1999

Grade: 4      Test: ISAT  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Meets + Exceeds	83	87	77		
Exceeds	35	38	31		
Number of students tested	59	57	81		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	4	13		
Percent of students alternatively assessed	0	7	16		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets + Exceeds	70	72	70		
Exceeds	22	17	26		
Number of students tested	28	18	27		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Meets + Exceeds	87	97	88		
Exceeds	37	47	45		
Number of students tested	39	32	40		
<b>3. (specify subgroup): Black</b>					
Meets + Exceeds	67		57		
Exceeds	25		7		
Number of students tested	12	9	14		
<b>4. (specify subgroup): IEP</b>					
Meets + Exceeds			73		
Exceeds			0		
Number of students tested	8	6	11		

Notes:

Students in Grade 4 were not tested in Reading on ISAT 2005 or ISAT 2004.

Subject: Mathematics  
Edition/Publication Year: 1999

Grade: 5      Test: ISAT  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets + Exceeds	100	93	91	93	95
Exceeds	48	39	15	39	28
Number of students tested	55	63	67	77	66
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	0	6	13	2	1
Percent of students alternatively assessed	0	10	19	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets + Exceeds	100	87	87	85	83
Exceeds	47	35	7	20	11
Number of students tested	17	23	15	20	18
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Meets + Exceeds	100	93	92	98	94
Exceeds	50	54	15	44	38
Number of students tested	30	28	34	41	34
<b>3. (specify subgroup): Black</b>					
Meets + Exceeds	100	83		82	95
Exceeds	29	8		0	5
Number of students tested	14	12	9	11	19
<b>4. (specify subgroup): IEP</b>					
% Proficient plus % Advanced				70	
% Proficient plus % Advanced				0	
Number of students tested	4	8	7	10	5

Notes:

Subject: Reading  
Edition/Publication Year: 1999

Grade: 5      Test: ISAT  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets + Exceeds	94	75	82	81	73
Exceeds	40	25	24	33	30
Number of students tested	55	63	67	77	66
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	0	6	13	2	1
Percent of students alternatively assessed	0	10	19	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets + Exceeds	88	74	80	70	50
Exceeds	19	17	7	20	11
Number of students tested	16	23	15	20	18
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Meets + Exceeds	97	86	85	85	85
Exceeds	50	39	27	42	44
Number of students tested	30	28	34	41	34
<b>3. (specify subgroup): Black</b>					
Meets + Exceeds	93	58		64	47
Exceeds	21	0		0	0
Number of students tested	14	12	9	11	19
<b>4. (specify subgroup): IEP</b>					
Meets + Exceeds				40	
Exceeds				20	
Number of students tested	4	8	7	10	5

Notes:

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